

**St
Francis
School
Lockleys**

**Annual
Report**

2019

St Francis School
2019 SCHOOL REPORTS
FOR AGM
MONDAY 2nd March 2020
7pm
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ST FRANCIS SCHOOL LOCKLEYS

AGM AGENDA

1. MONDAY 2nd MARCH 2020

7 pm

1. Welcome & Chair – Fr Michael Trainor
2. Prayer
3. Minutes of previous meeting
Moving of minutes
4. Business Arising
5. Reports
 - Chair
 - School
 - NSCP (National School Chaplaincy Program)
 - Treasurers
 - Parents & Friends
 - OSHC
6. Correspondence
7. Elections



2.

ST FRANCIS SCHOOL

ANNUAL GENERAL MEETING

MONDAY MARCH 2nd 2020

Lord, we gather, we gather with hope, enthusiasm and questions.

We gather with knowledge that we are carriers of a vision, carriers of a dream.

We are carriers of Jesus' dream, that all are loved and accepted as persons of immeasurable value.

We believe we are bearers of life, entrusted with the responsibility and privilege of carrying a new vision for the families in our care.

God of creation, God of dreams,
Our prayer is that we stay close to you as our source of life, love and dreaming of what is possible.

Be with us on our continued journey.

We ask this in Jesus' name.

Amen.

3. Minutes of the St Francis School Board

Annual General Meeting for 2018

Held on Monday 4th March 2019

Present: Rick Favilla, Cherie Hawke, Gavin Begg, Nives Kresevic, Ann Barclay, Gia Perin, Trudie Stanley, Paul Gobell, Amy Bishop, Fr Michael Trainor, Peter Baldassari, Nikki Dytman

Apologies: Helen Wilsdon-Smith, Antonietta Troia

- 1. Welcome & Chair:**
Fr Michael welcomed everyone
- 2. Prayer-Lead by Nives. Gavin read the Kurna Welcome**
- 3. Minutes of previous meeting:**
Amy Bishop moved the minutes were correct, seconded by Gavin Begg.
- 4. Business arising from 2017 minutes:**
N.T.T.
- 5. Reports:**

Chair Gavin Begg

As tabled including these items:

- 2018 was a productive year for St Francis with the Board engaged in many strategic issues that will provide a strong foundation for the school going forward. The year was also one of great change, with the planning and implementation of the final Year 7 cohort at St Francis.
- Continuation of the School's Master plan was a key focus for the Board. This included the ongoing work on Stage 1B involving the lift and toilet upgrade, as well as planning for the Stage 1C refurbishment of the upstairs rooms
- The Board supported the many P&F initiatives undertaken throughout the year, and congratulate and thank the many people involved in a successful and engaging campaign that will provide funds to enhance the school and provide enjoyment for the students. The work of the P&F cannot be under-estimated as it provides a wonderful opportunity to bring the St Francis community together
- In closing, on behalf of the Board, I acknowledge and thank the hard work and dedication of all the teachers, support staff and volunteers at St Francis and in particular, thank Father Tony Densley, the long standing Parish Priest who provided the school with great support over many years. I also thank my fellow Board members for their dedication and input throughout the year, all of whom ensured the Board operated effectively in carrying out our responsibilities.

Fr Michael thanked Gavin for wonderful leadership on the Board during the year as the Chair and especially for leading the meetings

Principal's Report Rick Favilla
As tabled including these items:

Rick thanked Fr Tony Densley for his time at the school and also for his time at the School Board meetings. Rick thanked the members of the Board for their dedication and time on the board with great discussions during the year. He also made mention of the great work the staff did during 2018 and their willingness to participate in everything. A special mention was made of the P&F for their contribution in 2018 as well as trying continually to build the community spirit.

Catholic Identity

- We are fortunate to be able to share our faith with our students and community. The work we do in the area of Catholic ethos is the most important work we do. In 2018, we were able to continue our commitment to whole school meditation. Each Monday, Wednesday and Friday the students meditate in their learning spaces for 10 minutes. The form of meditation we practice, allows each person to provide space in their lives, allowing God to enter. We have persisted with Christian Meditation where many schools either failed to implement it or could not sustain its practice.
 - At the heart of our faith is the Gospels and helping students to have insight and understanding about the Gospels is very important work. We encourage our students to become theologians by providing opportunities where they can explore the Gospels to bring about deep learning. To assist in this work we engaged Kate Ordon.
 - Each year we invite students to be involved in social justice initiatives as a way of bringing actions to faith. Significant sums of money are raised each year for various Catholic organisations to build up in our students the value of service. The generosity of families is evident in the way they support the initiatives undertaken by their children. In 2018 we raised \$3373.25 for Catholic Charities which highlights the school community's commitment to others.
 - A significant event that occurred during 2018 was the Archdiocesan visitation to Christ the King Parish which included a visit to St Francis School. Heather Carey, the Chancellor of the Archdiocese, saw many aspects of our Catholic Identity on display.
 - I wish to thank Fr Tony Densley for his unwavering commitment to St Francis School especially in the way that he empowered staff to take leadership in the development of the faith of our students. I also wish to thank Helen Wildon-Smith our APRIM and School Chaplain, who works tirelessly supporting the Catholic Ethos and the wellbeing of students.
- **High Quality Teaching and Learning**
- During 2018 we continued our important work implementing our Learning Process to support our Vision for Learning. The work we have undertaken in this area is to prepare students for an unknown future. Our work with the students will give them the skills and capabilities to provide them with a great foundation to function in any learning situation into the future.

- We have been involved in the Reimagining Childhood project for many years and have incorporated aspects of the project into our everyday programs and curriculum. We took part in a Science, Technology, Engineering and Mathematics (STEM) project supported by the University of South Australia and CESA. Sue Beaufoy and Amelia Jones from our STEM project worked with Cheryl Milde and Leonie Fitzgerald from the Reimagining Childhood project to develop a whole school project that highlighted inquiry learning and allowed the students to be at the centre of their learning.
- During the course of 2018, Nives Kresevic and I met on a regularly basis with our POR in Curriculum (Marisa Brown) and Pedagogy (Leonie Fitzgerald) as part of Learning Improvement Team. At these meeting, we discussed how the school implements our Vision for Learning and to develop strategies to enhance reflective, creative, engaged and connected learning.
- During 2018 we implemented our Learning Process in a visual way. After working with Mark Treadwell for 3 years we were in a position to prepare a document that took into consideration our Vision for Learning and our Learner Qualities.
- A significant innovation occurred in 2018 with the implementation of the Seesaw app. Seesaw enables parents to be involved in their child's learning in real time. The app allows aspects of classroom onto mobile devices and PCs during the day. A common feature was the filming of a student sharing about a topic with their class and having that sent to their parents.

Effective Administration and Resourcing

Our plan in 2018 was to commence Stage 1B of our Master Plan, which was to install a lift and to provide modern student toilet facilities. This work has been completed which then allowed work to commence on the upstairs classrooms in 2019.

SCHOOL CONTEXT

- St Francis School is situated in the belt between the city and the coast at 458 Henley Beach Rd, Lockleys. The school has enrolments of 453 students from Reception to Year 7 who are accommodated in a range of flexible learning spaces ranging from units to classrooms
- At the heart of our Catholic faith is the Eucharist, which is fully and actively celebrated to create a spiritual connection with our parish priest, students, parents and staff. The school is part of Christ the King Catholic Parish with Fr Tony Densley, the Parish Priest. The school has been operating since 1967 with work continuing to refurbish older areas to support the next fifty years of learning
- St Francis School is an equal opportunity employer, employing staff from many ethnic backgrounds. No staff have indicated that they have an indigenous heritage. St Francis School acknowledges the Kurna nation as the traditional owners of the land of the Adelaide plains by commencing each School Board meeting and Gathering with an acknowledgement of country which is respectfully observed by all.

Other items noted:

- Enrolments 2018
- Staff Information-2018
- Staff Qualifications-2018 Diploma
- Destination of Year 6 and 7 students-2018
- NAPLAN
- Parent Survey
- Student Survey
- Staff Survey

NSCP (National School Chaplaincy Program)

Helen Wilsdon-Smith

As tabled including these items

- The National School Chaplaincy Program (NSCP) 2015-2018 is a Commonwealth-funded initiative to support the emotional wellbeing of students and the school community through the provision of pastoral care.
- The NSCP initiative expands my capacity to enhance the wellbeing of the community and the dimension of pastoral care.
- I endeavour to enhance the engagement with the broader community in outreach initiatives and work restoratively in building and restoring healthy relationships with all members of the community.
- At the end of 2018, I am waiting for confirmation of a new 4 year, 2019-2022 NSCP agreement to be signed by all states. This agreement has been delayed. In the interim, as an existing NSCP funded school, we will be offered a 12 month extension to our funding

Helen Wilsdon-Smith
APRIM/School Chaplain

Finance Report

As Tabled including these items

- Net cash surplus (after capital expenditure and loan repayments) of \$354,918 in accordance with implementations of School's Master Plan
- Loan commitments of \$20,780
- Successfully increased cash balance throughout the year without requiring use of an overdraft facility
- Completion of Stage 1b of School's Master Plan, Budget cost of \$526,000. Final payment due in 2019

Parents and Friends

The P&F Committee has had another very successful year. We appreciate and recognise the continued participation of a wonderful group of motivated families who invest their time and energy to contribute to the school community

The support of the Community Liaison Officer, Cherie Hawke, has been key and we acknowledge her contribution and thank her for her ongoing dedication.

Monies raised in 2018 totaled \$24,452. This funding has been allocated to erecting Australian Rules Football goals on the school oval, as well as purchasing furniture for the newly renovated classrooms.

The Committee will further develop project ideas focused on the Arcoona Road entrance, the playground and a running track to promote its activities for 2019. As well as this the P&F aims to further consolidate its processes and promotions to ensure ongoing success.

The P&F wishes to thank to the School Board for its ongoing support and guidance. The P&F is pleased that the Board has already actioned ideas it submitted, in particular the introduction of an electronic payment system - this will have a major impact on how the P&F operates and allow it to focus on fundraising and community building activities.

Co-Chairperson
Antonietta Troia & Trudie Stanley
P&F Committee

OSHC Elena Redkin

As Tabled including these items

The 2018 St Francis OSHC Service budget was based on attendance for:
The morning sessions -13 students; afterschool sessions - 32 students, and
Pupil Free days / Sports Day session - 20 students.

As the year progressed, we had an average of 16 students in morning sessions, 33 students in afterschool sessions and 15 students during Pupil Free Day & Sports Day sessions. Therefore, there were on average 3 more students attending the morning sessions, 1 more student attending the afterschool sessions and 5 less students during pupil free days.

At St Francis OSHC, we offer a program which is based on a 'My Time, Our Place' frame work. We value the students and parents/carers input into all aspects of OSHC every day, such as planning activities, outside/inside play, designing breakfast and after school menus; improving our OSHC environment. The service offers a recreational and leisure program based on the likes of students and expands on these to give them more options and opportunities to maximise fun in learning and allowing them to be spontaneous with their choice of activities.

2018 was a significant year for St Francis OSHC service. During October, we had a National Quality Assessment and Rating visit from the Education Standard Board of South Australia (ESB).

The assessment and rating were under the National Quality Framework in accordance with the Education and Early Childhood Services (Registration and Standards) Act 2011. The first assessment and rating visit was in 2015 where only 3 of the criteria were met, while 4 were marked as 'working towards'.

The ESB visit in 2018 visit showed that all seven Quality Areas were rated as, 'meeting NQS' therefore granting St. Francis OSHC an overall 'Meeting NQS' rating.

I would like to acknowledge the tremendous support and help of Mr Favilla, Andrea Brown and Tracy Maingard. To Marisa Brown for helping to set up the OSHC class on Seesaw, to the School Board for ratifying the OSHC policy, to the OSHC parents, OSHC committee members and OSHC students for helping and supporting OSHC to achieve a good assessment and a quality rating.

Elena Redkin
St Francis OSHC
Acting Coordinator.

Correspondence:

N.T.T.

Elections:

Peter Baldassari –elected unopposed

Father welcomed and congratulated Peter on being elected on the school Board.

Father also thanked Rick and Nives for their leadership over the past 12 months and Gavin and Cherie for their roles on the board.

Meeting ended: 7.55pm

4. Chair Report 2019

In 2019, the Board welcomed Fr Michael Trainor, as the newly appointed Parish Priest to Lockleys, and acknowledged the leadership and guidance of Fr Tony over the many years during his time at St Francis.

Fr Michael and the Board are seeking to build a stronger partnership between the Parish and the school, and we will begin to see initiatives contributing to this vision in 2020.

The Board reviewed the School Master Plan, in preparation for the new mid-year intake of Reception students in 2020, factoring in extra classrooms and learning spaces to accommodate future enrolments; as well as investment in a purpose built science room. As part of the Plan, the Board continued to oversee progress towards completion of the Stage 1C refurbishment of the upstairs rooms.

The Board supported the extension of the playground and the co-contribution of school funds to those funds raised by the P&F towards this initiative, as well as the range of other initiatives undertaken throughout the year by the P&F. The Board thank the many people involved in the P&F for all their hard work, passion and enthusiasm in supporting the School, and broader St Francis community.

An area of continued focus for the Board was traffic management around the church and school car park area, as well as parking at the rear of the school to ensure a safe environment for students as they access and leave the school grounds. Discussions with the Parish and council were led by the School leadership team, and supported by the Board, and will continue in 2020.

The Board continued to explore the potential for Vacation Care at the school, but after extensive review and assessment decided not to progress at this stage due to financial and demand reasons. This will remain an option to consider in the future, particularly if the demand increases to enable the service to be financially feasible for the school to operate.

Similarly, mental health and well-being of students continued to be a focus, where the Board acknowledged the importance of the national School Chaplaincy program that plays a key role in supporting students, families, and teachers. As part of this focus, the Board also reviewed a range of related policies, including anti-harassment/anti-bullying, and student well-being. In 2020, the Board will conduct a more detailed review of the key policies and practices focused on student safety, health and well-being to ensure these are meeting the expectations of students, families and staff, while retaining the ethos of St Francis.

Notably, the Catholic Education Registration Board inspected the teacher programs, school policies and range of facilities St Francis has to offer, with positive feedback received, affirming the direction of the school as a place of learning for all students. Throughout the year, the Board was kept informed of the amazing work the students and teachers undertook across all year levels, and discussed the importance of the key learning pillars of building connections, and a growth mind set for student development.

The Board recognised the importance of improving communications between the school and families, and supported a range of options for this to occur, noting that not one size fits all.

The School continues to be in a strong financial position, with the Board and its associated Finance Committee providing the necessary oversight and guidance throughout the year.

On behalf of the Board, I once again acknowledge and thank the hard work and dedication of the School's leadership team, all the teachers, support staff and volunteers at St Francis. I also thank my fellow Board members (Rick Favilla, Nives Kresevic, Nikki Dytman, Ann Barclay, Trudy Stanley, Peter Baldassari, Paul Gobell, Ben Carr, Fr Michael Trainor, Mary Carmody, Cherie Hawke) for their insight and contributions throughout the year.

Gavin Begg

Chair St Francis School Board

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5. School Report 2019

Section A

Catholic Identity

At the beginning of 2019, Fr Michael Trainor was appointed Parish Priest of the Lockleys Parish. Fr Michael has worked with the staff to support our work in understanding and appreciating the Gospels. Fr Michael is keen for all the Catholic families to reconnect with the Parish. To this end coffee has been provided for parents after class Masses. This provided a wonderful opportunity for Fr Michael to engage with parents of school age children.

The most important aspect of our school is our Catholic ethos, which underpins our work in all aspects of school life. During 2018, our catholicity was strengthened by our work with Kate Ordon who worked with the staff looking at the Gospel of St Luke. Teachers were then able to work with the students who did some amazing work. The professional development we have done with Kate has enhanced the teachers' skills and confidence to present the Reflection on the Gospel in Class Masses. In addition, staff have taken to reading an upcoming Gospel during staff prayer times as a way of supporting their Gospel learning.

We continued with our practice of Christian Meditation on Monday, Wednesday and Friday. Our whole school approach to Christian Meditation provides each child and staff member a chance to pray together in solidarity with everyone else. A focus for 2019 was to pray in stillness together on the school oval. This proved to be a very successful experience for our community strengthening each individual to allow God to come into their lives on God's own terms.

As part of our St Francisness, we were again involved in an ecological conversion project with classes taking a task that supported the students understanding of the environment. The Year 6 students created a butterfly garden and created a video on the work the students undertook in the project. Many classes had gardens to attend to during the year. A major initiative in this area was the new bin system, which called on students to make a conscious decision before placing an item in a bin. We have reduced our waste by a considerable level with our nude food initiatives. All these projects help teach students the need to care for God's creation and the care for our common home. Students are reminded that looking after the environment is a serious undertaking involving many aspects of our being.

A significant aspect of our religious identity is tied up in social justice initiatives, which we undertake throughout the year. Members of our

community are very generous supporting the various initiatives. We are involved in Project Compassion, Vinnies Winter Appeal, Catholic Charities and Christmas Hampers. All of these projects are co-ordinated by Helen Wilsdon-Smith who is dedicated to teaching the Gospels through good works. In Term 1 students raised \$4477 for Caritas Project Compassion. During Term 2, 610 cans of soup along with 71 blankets were donated to the Vinnies Winter Appeal. In Term 3, we raised \$2278 for Catholic Charities. We received an overwhelming response for non-perishable items for the Vinnies Christmas Hamper Appeal where our generous families donated goods valuing over \$2000. The Kids in the Kitchen program donated soup to the Moore Street Centre and Fred's Van.

High Quality Teaching and Learning

2019 was the second year of our participation in the CEO, STEM project sponsored by the University of South Australia. Our project documented in video form the creation of a butterfly garden in the school. Sue Beaufoy and Libby Thomas worked with the students on this project and presented it at the Adelaide Convention Centre in November to high acclaim.

We continued our work with the 'Building Connections' program at the beginning of the school year. This program highlights the need to ensure that the wellbeing of students is in order before the expectation of academic work commences. Each class develops their class codes of practice and the need to create strong relationships with students. During the program, Circle Time is an important and crucial vehicle of addressing student concerns and student agency.

The school received some marvellous outcomes in NAPLAN especially in Year 5 where 40% of the students achieved scores in the top two bands in reading. We had strong outcomes in Years 3 also with many students achieving in the top two bands. We are continually searching for ways to improve learning outcomes by attending to the individual needs of students.

In 2019, we over hauled and reviewed our numbers on our NCCD list. The NCCD is the National Consistent Collection of Data and refers to students with disabilities. Students with a disability received a range of adjustments and accommodations to support their learning. The amount of accommodations that occur is evidence we are moving to a more individualised learning program for all students. The old model of one size, fits all is becoming less and less applicable in our school as students are at the centre of learning.

During 2019, we used student data to support the learning process. Students undertake a range of tests and assessments during the year. The data that we obtain from the scores is extremely valuable in

developing learning programs for students. Most families are familiar with NAPLAN, but we also use ACER tests in Reading, Mathematics and English. This assessment, completed at the end of the previous year, gives more up to date data to the teacher the following year. We have extensive transition times for teachers to pass on information about students to new teachers. All this helps build a picture of the learning needs of a child so that learning is personalized.

We continued our use of the Star Reading Program in 2019 with students from Year 4 to Year 6 being involved. This program gives students lots of practice in improving their reading skills and developing a higher level of understanding in relation to reading. Students are becoming adept at inferring, a reading skill that facilitates critical thinking.

Although teachers were trialling SeeSaw in 2018, in 2019 we made it accessible for all staff and parents. SeeSaw for Schools is a computer application that allows parents into the classroom digitally by looking at their child's work in real time. Over the past few years, we have 80,000 posts on SeeSaw with a similar number of responses from parents. A student will have greater commitment to their learning if they have a real purpose. The SeeSaw app gives students added incentive to engage positively in their shared learning.

To support high quality teaching and learning I undertook professional learning online from the Harvard University doing a module entitled Driving Change. Education reform is essential if students are to thrive in school. Due to our ever-changing world, change in education is constant. Students today learn in different ways to their parents and we need to ensure we are providing them with learning experiences that build the competencies that make up the Australian Curriculum.

Effective Administration and Resourcing

During 2019, we undertook a major refurbishment of the second level of the southern building. With no Year 7 students in 2019, we planned to use our classroom capacity to renovate without the need to bring in transportable temporary classrooms. The Year 4 students worked in the eastern end of the building while the southern end was refurbished. When this work was finished, the students moved into the completed space which allowed work to commence on the eastern end. The stairwell underwent a major overhaul with sound-proofing and rails being installed. Splashes of colour around the new areas were aesthetically pleasing. The new flexible learning spaces give teachers and students a vast array of different ways to learn. Each space has access to a quiet room and make it space where construction type so activities can occur. Students have greater agency over their learning as they can choose the space in which they want to learn.

The building last year created a new meeting room downstairs near the stairwell and a pleasant landscaped area in the front of the school with some permanent seating. The work has softened and enhanced the entrance of the school.

We have commenced placing mobile smart televisions in classrooms to replace some of our aging interactive whiteboards. These touch screens have extremely high resolution and a computer can be run through them making them as versatile as IWB but with superior clarity. All new spaces have this new technology.

Each year there is a large investment in keeping our classroom computing stock up to date. In 2019 a large number of computers were purchased to replace old stock, along with a significant investment in iPads, mainly for younger students. In total 70 devices were purchased along with charging trolleys and stations.

New furniture, purchased for the Reception classrooms, included new round tables and chairs. We plan to replace furniture on an ongoing basis so that our furniture stock does not look outdated. Furniture purchased supports more collaborative learning. As a result, many tables are round and may sit six students. Various pieces of furniture ranging from tote box trolleys and mobile storage shelves were provided in Year 1 and Reception.

The library renovation included the purchase of spectacular furniture that has made the Library look a very inviting place to learn. One piece in the library has curved bookshelves on one side and colourful seating on the other. These additions have made significant difference to the library in providing a rich and inviting place to read and learn.

Strong Home, School, Community engagement

In 2019, the Parents and Friends Association were very active in creating a range of activities for parents and students. Most of our fund raising occurred with quite a number of small items raising between \$500 and \$1000. These events included items like the Mother's Day Stall, the Movie Night the Pizza Day and the Entertainment Book. The larger items such as the Chocolate Drive, which occurs every second year and the Walkathon, raised most funds. The Mother's Day brunch, the Crazy Camel Calendars, Showdown Doughnuts, Bogan Bingo and Sports Day proved very successful. The Party by the Sea was a wonderful social event with entertainment and dancing. The Father's Day breakfast was a wonderful success as it allowed dads who may not normally have a chance to attend school, commit to spending time with their child over breakfast. The hard working Parents and Friends receive our congratulations for their extensive work and commitment during the year.

Many parents are involved in a very practical way by being coaches of the various sports we offer at St Francis School. In 2019, we were able to field 14 soccer team in which both girls and boys participated.

More parents are attending Whole School and Class Masses. The parish supplied morning tea after Class Masses as a way of the parish community connecting with the school community.

Section B

St Francis School is situated in the belt between the city and the coast at 458 Henley Beach Rd, Lockleys. The school has enrolments of 406 students from Reception to Year 6 who are accommodated in a range of flexible learning spaces ranging from units to classrooms. Most of the students who attend the school are from our local area with a very high percentage of Catholic students and with the vast majority having an Italian heritage. In recent years, a small number of non-Christian families have enrolled their children at St Francis due to the school's inclusive nature and extensive student well-being programs. St Francis School uses a multifaceted approach to wellbeing. The principles of Restorative Justice underpin our student wellbeing processes and practices. St Francis School is dedicated to growing together in Faith, Peace and Wisdom. We develop and celebrate an inclusive environment where right relationships and students' intellectual, spiritual, social and physical well-being is paramount in all we do.

At the heart of our Catholic faith is the Eucharist, actively celebrated to create a spiritual connection with our parish priest, students, parents and staff. The school is part of Christ the King Catholic Parish with Fr Michael Trainor, the Parish Priest. The school has been operating since 1967 with work continuing to refurbish older areas to support the next fifty years of learning.

The Religious Education curriculum grounds the religious dimension of St Francis School. Animated in powerful ways in liturgy and ritual, it supports the integration of faith, life and culture. Our practice informs and nurtures students in their human, spiritual and faith development. It offers a framework for meaning for beliefs, teachings, traditions and practices that underpin the life and ethos of our Catholic school community.

Integrated across curriculum areas, Religious Education invites students into developmental experiences of Tradition, Scripture and prayer that are formative and transformative. Every aspect of life within the school provides the opportunity for students to experience the presence of God in their lives to help them flourish as persons created in the image and likeness of God.

In partnership with parents, we believe in building an active faith community that shares a common belief, reflects on the teachings of Jesus, develops deeper connections with God and others, celebrates liturgical seasons and sacraments and works compassionately to help others.

St Francis School continually seeks imaginative ways to connect with the charism and spirituality of St Francis of Assisi to bring about ecological renewal in our community. As a result, we have a strong environmental focus in our curriculum and seek to tread lightly on the planet to honour the sacredness of creation.

Both the Australian and South Australian Governments have supported us in our vision and work. They have generously granted us a total of \$3,778,472 in 2019. The Commonwealth share of this money was \$2,880,023. This equates to 76% of our grants with the remaining \$898,449, which equates to 24% coming from the State Government.

St Francis School is an equal opportunity employer, employing staff from many ethnic backgrounds. No staff have indicated that they have an indigenous heritage. St Francis School acknowledges the Kurna nation as the traditional owners of the land of the Adelaide Plains by commencing each School Board meeting and Gathering with an acknowledgement of country, observed respectfully by all.

Enrolments 2019

| Year | Rec | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 | Total |
|------------|-----|--------|--------|--------|--------|--------|--------|-------|
| Boys | 32 | 31 | 25 | 26 | 27 | 38 | 30 | 209 |
| Girls | 40 | 32 | 23 | 31 | 29 | 19 | 23 | 197 |
| Total | 72 | 63 | 48 | 57 | 56 | 57 | 53 | 406 |
| Indigenous | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 1 |

Staff Information – 2019

| | FULL TIME | PART TIME |
|---------------------|-----------|-----------|
| MALE TEACHING | 5 | 0 |
| FEMALE TEACHING | 11 | 12 |
| MALE NON-TEACHING | 3 | 0 |
| FEMALE NON-TEACHING | 3 | 8 |
| INDIGENOUS | 0 | 0 |

Staff qualifications – 2019

| | |
|----------------------|----|
| MASTERS DEGREE | 5 |
| GRADUATE DIPLOMA | 2 |
| GRADUATE CERTIFICATE | 12 |
| BACHELOR DEGREE | 30 |
| DIPLOMA | 15 |
| CERTIFICATE IV | 5 |
| CERTIFICATE 111 | 2 |

| | |
|-----------------------------|---|
| Master of Education | 1 |
| Master Catholic Education | 3 |
| Master of Student wellbeing | 1 |
| Graduate Diploma Education | 1 |
| Graduate Diploma RE | 1 |

| | |
|---|----|
| Graduate Certificate Catholic Education | 8 |
| Graduate Certificate Teaching Methodologies | 1 |
| Graduate Certificate Education | 2 |
| Graduate Certificate Curriculum Design | 1 |
| Bachelor Degree Applied Science | 2 |
| Bachelor Arts Degree | 2 |
| Bachelor of Education | 18 |
| Bachelor Business | 1 |
| Bachelor Special Ed | 2 |
| Bachelor Teaching | 3 |
| Bachelor Music | 1 |
| Diploma Marketing | 1 |
| Diploma OSHC | 1 |
| Diploma Teaching | 12 |
| Diploma Leadership & Management | 1 |
| Certificate Cert IV in Education Support | 2 |
| Certificate IV Library and Information Services | 1 |
| Certificate IV OHS&W | 1 |
| Certificate IV Business Administration | 1 |
| Certificate 111 in Education Support | 2 |

Destination of Year 6 Students – 2019

| | |
|-------------------------------|----|
| St Michaels College | 37 |
| Nazareth Catholic College | 9 |
| Sacred Heart College | 1 |
| St Mary's College | 1 |
| Temple Christian College | 1 |
| Henley Beach Primary | 2 |
| Fulham Gardens Primary School | 1 |

St Francis School

Attendance Year: 2019

Term 1 : 29/01/2019 To 12/04/2019

Term 2 : 29/04/2019 To 05/07/2019

Term 3 : 22/07/2019 To 27/09/2019

Term 4 : 14/10/2019 To 12/12/2019

| Year Level | Term 1 | Term 2 | Term 3 | Term4 |
|------------|--------|--------|--------|--------|
| Reception | 95.98% | 91.56% | 91.07% | 94.47% |
| 1 | 95.88% | 90.68% | 61.77% | 95.20% |
| 2 | 93.33% | 93.64% | 91.35% | 95.59% |
| 3 | 96.25% | 91.45% | 91.17% | 94.54% |
| 4 | 96.83% | 94.06% | 92.38% | 94.71% |
| 5 | 96.29% | 93.71% | 91.01% | 95.81% |
| 6 | 96.37% | 93.38% | 89.90% | 91.99% |
| Average | 95.85% | 92.64% | 91.24% | 94.62% |

Dealing with Non -Attendance of Students

- Parent rings and tells us of the absence.
- We ask for the student's name, class and reason for absence.
- The absent list is printed at 10.00am a report is produced in CeSIS highlighting absences
- It is cross referenced with the Absentee List and those names that are not entered into the system are done so by the office.
- We ask that parents to ring in before 9.30am with the absentee information.
- We ask that the teacher have their absentee list completed by 9.45am.
- Once the CeSIS report is produced, a SMS message is forwarded to a parent or guardian of the child and request the reason for the absence.
- For pre-planned absences, parents complete a leave of absence form informing the school of the reason and the length of the absence .
- Unsatisfactory reasons for absences are referred to the Principal via the teacher. The Principal will contact the family.
- If non-attendance persists the principal will contact the principal's Consultant and additional strategies will be employed which may include attendance officers in extreme cases.

2019 NAPLAN COMPARISON DATA: In place since 2008, the annual NAPLAN assessment conducted in May each year across all Australian schools provides information about the literacy and numeracy skills of students in key stages of their schooling: Year 3, 5, 7 & 9.

The Australian Government requires schools to publish NAPLAN Data Comparison results to their community each year.

Please find below tables for each of the Year Levels for 2019 NAPLAN results.

We encourage you to read these tables and results while keeping in mind all other relevant information regarding NAPLAN.

| Year 3 | Student Participation | 2018 % who achieved Minimum Standard | 2019 % who achieved Minimum Standard | Comparison | Mean Score 2018 | Mean Score 2019 |
|----------------------------------|------------------------------|---|---|-------------------|--------------------------------|----------------------------|
| READING | 57 | 98% | 98% | - | 439.9 | 438.1 |
| WRITING | 56 | 98% | 98% | - | 420.6 | 429.4 |
| SPELLING | 57 | 98% | 97% | -1 | 411.6 | 422.5 |
| GRAMMAR + PUNCTUATION | 57 | 98% | 98% | - | 449.3 | 449 |
| NUMERACY | 54 | 98% | 98% | - | 403.9 | 408.1 |

| Year 5 | Student Participation | 2018 % who achieved Minimum Standard | 2019 % who achieved Minimum Standard | Comparison | Mean Score 2018 | Mean Score 2019 |
|----------------------------------|------------------------------|---|---|-------------------|--------------------------------|--------------------------------|
| READING | 58 | 98% | 100% | +2 | 509.3 | 512.4 |
| WRITING | 58 | 98% | 98% | - | 471.5 | 473.5 |
| SPELLING | 57 | 98% | 100% | +2 | 501.2 | 501.5 |
| GRAMMAR + PUNCTUATION | 57 | 98% | 100% | +2 | 507 | 504.3 |
| NUMERACY | 57 | 100% | 98% | -2 | 492.2 | 494.4 |

The Mean Score is the average of the score for all students in the group

St Francis School - Parent Survey

Community Spirit

99% of parents believe that St Francis School provides opportunities for students to grow spiritually and develop their faith.

99% Of parents believe that St Francis School provides a safe and nurturing environment for children.

98% of parents believe that they can talk to their child's teachers about their concerns.

98% of parents believe that Staff members at St Francis School build strong and effective relationships with students.

100% of parents believe that a community spirit is felt when coming into St Francis School. My child likes being at school.

97% of parents believe that St Francis School works with them to support their child's learning.

Academic opportunities

99% of parents believe that teachers at St Francis School expect their child to do his or her best.

97% of parents believe that St Francis School provides an inclusive, engaging curriculum that allows students to develop academically.

93% of parents believe that their child is provided with useful feedback about his or her school work.

91% of parents believe that St Francis School provides opportunities for students with special needs.

98% of parents believe that St Francis School provides opportunities for students to use Information Communication Technologies (ICT) creatively.

93% of parents believe that St Francis School provides policies and procedures to enhance and develop the wellbeing of students.

98% of parents believe that students at St Francis School have opportunities to engage in the Arts in a variety of ways.

95% of parents believe that St Francis School provides opportunities for students to be involved in a range sporting activities.

100% of parents believe that the school is well maintained.

St Francis School - Student Survey

Student involvement

100% of students believe that St Francis School provides opportunities for students to be involved in prayer, Masses, Liturgies and Religious Education.

95% of students believe that teachers at St Francis School create strong relationships with students. They treat me fairly.

97% of students like being at school.

97% of students believe that teachers motivate them to learn.

95% of students believe that they can talk to their teachers about my concerns.

99% of students feel safe at school.

98% of students believe that St Francis School encourages student leadership in a variety of ways

91% of students believe that my school takes students opinions seriously.

Academic focus

99% of students believe that teachers expect me to do my best.

98% of students believe that my teachers provide me with useful feedback about my school work.

99% of students believe that at St Francis School students have opportunities to use ICT's in a range of ways to enhance learning.

99% of students believe that St Francis School has a commitment to physical education and sport, with a strong camp and outdoor education program.

99% of students believe that St Francis School gives me opportunities to be involved in the Arts.

92% of students believe that my school looks for ways to improve.

95% of students believe that my school is well maintained.

St Francis School - Staff Survey

Staff

100% of staff believe that St Francis School provides me with the opportunity to work in a faith filled environment.

100% of staff believe that St Francis School provides me with a safe and supportive place of employment.

80% of staff believe that St Francis School gives me opportunities for leadership.

100% of staff believe that St Francis School has a clearly defined vision and school wide pedagogy which supports the teaching and learning of students and helps me focus my teaching.

94% of staff believe that St Francis School handles disputes in a reasonable way respecting the needs of all.

100% of staff believe that St Francis School provides opportunity for me to be involved in relevant professional development.

94% of staff believe that St Francis School gives me opportunities to express my concerns about my work in a professional manner.

100% of staff believe that St Francis School has provided me with the necessary resources to be able to teach.

100% of staff believe that St Francis School provides me opportunities to work in teams and to plan collaboratively.

100% of staff believe that St Francis School values and appreciates my contribution to the life and learning of the community.

6. NSCP (National School Chaplaincy Program)

The National School Chaplaincy Program (NSCP) is a Commonwealth-funded initiative to support the emotional wellbeing of students and the school community through the provision of pastoral care.

The program aims to support students through the provision of pastoral care services and the promotion of strategies that support the resilience and emotional wellbeing of students and the broader school community.

Pastoral care is defined in the Agreement with the Commonwealth as: *"the practice of looking after the personal needs of students, not just their academic needs, through the provision of general spiritual and personal advice."*

Effective relationships are at the core of quality teaching and learning. Research suggests that students who are socially and emotionally competent, having well-developed relationship skills and social awareness, experience improved learning outcomes.

My role as School Chaplain complements my role as Assistant Principal Identity and Mission (APRIM)

The NSCP initiative expands my capacity to enhance the wellbeing of the community and the dimension of pastoral care.

The NSCP is available on a voluntary basis, to staff, parents and students.

As School Chaplain I maintain a visible presence in the school providing an additional resource in that I have the time available to holistically support the 'whole person', families, staff and the wider community with matters related to ethics, religious beliefs, isolation, harassment, bullying, family breakdown, human relationships, economic hardship, illness and bereavement.

I endeavour to enhance the engagement with the broader community in outreach initiatives and work restoratively in building and restoring healthy relationships with all members of the community.

In 2019 St Francis was one of sixty-eight schools that was successful in its application for funding under the National School Chaplaincy Program (NSCP) to support the employment of a School Chaplain over 2020-2022. The 2020 grant is \$9000 pa.

The ongoing endorsement of the NSCP is integral to the wellbeing practices at St Francis School.

Helen Wilsdon-Smith
APRIM/School Chaplain
St Francis School

7.

(Unaudited Statements)

Key Items: Cashflow report to 31/12/19

- Net cash surplus (after capital expenditure & loan repayments) of \$ 51,711
- The school received additional grants not included in 2019 budget to the amount of \$ 455,911. The majority of this related to additional per capita State and Federal Government distributions and a one-off payment relating to the transition of year 7 students from primary school
- OSHC contribution \$21,486 (2018 - \$ 25,782)
- Loan commitments of \$ 383,289 relating to Stage 1C of building project.
- Parents & Friends contribution before donations \$ 25,400. (2018 \$ 24,533)
- Available bank balance as at 31/12/19 \$ 1,868,954 (2018 \$ 1,818,363)
- The school remains in a strong financial position with net assets of \$ 6.31m and cash balance of \$ 1.8m

Key Objectives 2019 (In review)

- Retention of ongoing solid cash position meeting strict CEO cash reserve requirements
- Continuing the pattern of strong collection of fees during the 2019 school year. 98 % of 2019 fees billed were collected during the current year. End of year debtors balance \$ 22,606 (adjusted for fees received in advance) with an average days collection ratio of 6.2 days. (2018 7.5 days)
- Final fee remissions (non-collectable amounts) represented 3% of 2019 fees billed. This year's total remissions/bad debts included amounts pertaining to previous years
- Successfully maintained cash balance throughout the year without requiring use of an overdraft facility
- Completion of Stage 1 works in line with the implementation of the School's Master Plan. Final retention payment for stage 1c is due in 2020

9.

Annual Report – Parents & Friends (P&F) Committee Report 2019

The P&F Committee had a successful year in 2019. We appreciate and recognise the continued participation of a wonderful group of motivated families who invest their time and energy to contribute to the school community.

The support of the Community Liaison Officer, Cherie Hawke, has been key and we acknowledge her contribution and thank her for her ongoing dedication.

Monies raised in 2019 totaled \$24,800. This funding has been allocated to developing the playground, work that progressed over the holiday break.

The Committee organised fundraising events, many of these incorporated into school activities;

- Morning tea welcoming new families to the school
- Stalls for Mothers and Father's Day
- Walkathon
- Food days
- Crazy Camel calendars

Other major P&F events aimed at strengthening the broader school community;

- The Father's Day Breakfast and the Mother's Day Brunch.
- Bogan Bingo at West Lakes Club
- Cocktail Party at the Adelaide Sailing Club.
- Movie Night at the Odeon Cinema at Semaphore
- Catering for Sports Day

Through its activities in 2020 the P&F Committee will continue to raise funds to contribute to the development of the playground. As always the ability of the Parents and Friends to raise funds is reliant on volunteers within the school community and is an ongoing challenge to maintain.

The P&F wishes to thank the School Board for its ongoing support and guidance. It is pleasing that the school implemented the electronic payment system QKR in 2019 which had a major impact on the workload of the P&F and allowed it to focus on fundraising and community building activities.

Trudie Stanley
P&F Committee

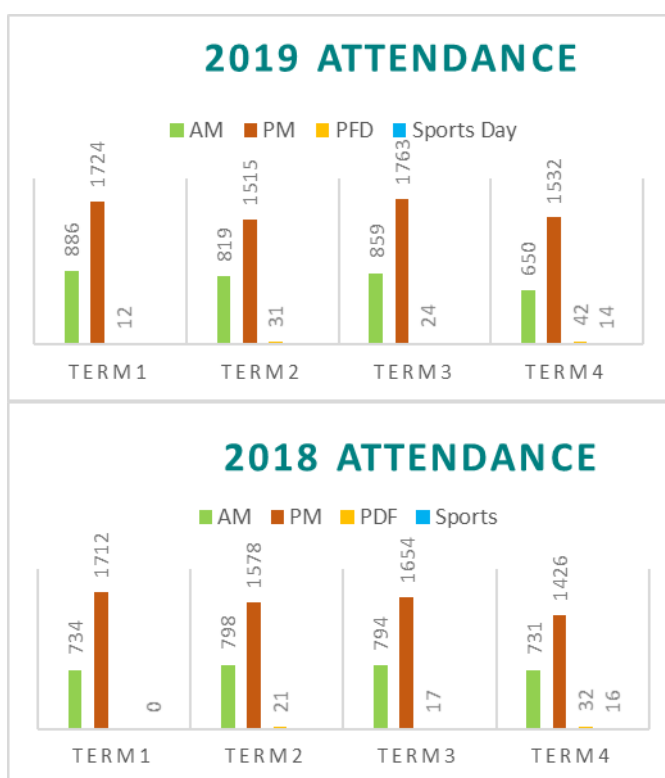
10. Parents & Friends Treasurers Report

| PARENTS & FRIENDS | | | | | | |
|------------------------------------|--|--|--|---------------|---------------|-----------------|
| TREASURERS REPORT | | | | | | |
| as at 31/12/19 | | | | | | |
| | | | | | | |
| | | | | Income | Expense | Net |
| | | | | 2019 | 2019 | |
| Entertainment Book | | | | 686 | - | 686 |
| Mothers Day Stalls | | | | 2,080 | 1,190 | 889 |
| Mother's Day Brunch | | | | 3,708 | 1,490 | 2,218 |
| Father's Day Stalls | | | | 1,809 | 1,452 | 358 |
| Fathers Day breakfast | | | | 690 | 266 | 424 |
| Party by the Sea | | | | 4,665 | 4,730 | - 65 |
| Walkathon | | | | 5,447 | 563 | 4,884 |
| Chocolate drive | | | | 16,076 | 9,720 | 6,356 |
| Cookie Day | | | | 1,040 | 473 | 567 |
| Gifts re P&F leaving | | | | - | 106 | - 106 |
| Crazy Camel Calendars | | | | 5,159 | 3,166 | 1,992 |
| Bogan Bingo | | | | 3,775 | 2,152 | 1,623 |
| Pizza Day | | | | 1,145 | 549 | 596 |
| Sports Day | | | | 8,032 | 5,353 | 2,679 |
| Pie Day | | | | 1,260 | 802 | 459 |
| Showdown Donuts | | | | 2,079 | 1,055 | 1,024 |
| Movie Night | | | | 2,299 | 1,583 | 716 |
| Donations | | | | 100 | - | 100 |
| Total | | | | 60,050 | 34,650 | - 25,400 |
| P&F Float | | | | | 600 | -600 |
| Balance | | | | | | \$24,800 |
| Payment for Goals from 2019 | | | | | | \$4,469 |
| Nett Amount | | | | | | \$20,331 |

Attendance 2019

In 2019, St Francis Out of School Hours Care welcomed 38 new enrolments which calculates to 154 children from 101 families attending OSHC throughout the year.

Over all, attendance was up from 2018 when we served 9513 students a year, to 9871 during 2019. In 2019, our Reception enrolments grew to 36 students. Pupil Free day attendances increased slightly by an average of three students.



Quality Assurance 2019

St Francis OSHC continues to be committed to critical reflection on current policies ensuring that they are up to date and reflect the services current practices in accordance with *National Quality Framework* and *the Education and Care Services National Regulations*. During 2019, the following service policies were reviewed by the educators, service leaders, committee members and were ratified by the School Board, 'The Delivery and Collection of Children Policy' and 'St Francis OSHC Philosophy.' The OSHC coordinator along with the School's WHS coordinator adopted the WHS policy and the gardening risk assessment already in place at the school. We worked throughout 2019 to reach the 'Exceeding NQS' rating after being assessed in 2018 and achieved the 'Meeting NQS' in all seven areas.

Educators 2019

We started the year with 7 Educators, Elena Redkin, Jessica O'Connor, Olivia Mammone, Olivia Bozzon, Lisa-Marie Lopresti, Lucy Stoddart, and Denise Harnett. Denise Harnett retired in late 2019 as OSHC Director after two and a half years of long service leave. The service thanks Denise for her hard work and wishes her all the best for her future. In Term 1 and 4 respectively, Olivia Mammone and Jess O'Connor resigned and started their career as teachers. During 2019, we employed two new educators, Janelle Reyes and Nicola Turci. The OSHC Educators have undergone several training programs with a focus on behaviour management, programming and developing emotional intelligence in children.

Programme 2019

We encourage students and their families to suggest activities for the service, to make sure our service reflects what the families of students would like. Our everyday program builds on the children's individual knowledge, strengths, and interests to provide an insightful and enjoyable experience. The service offers a leisurely environment for students to learn through recreational activities such as play. In 2019, our program focused on activities to allow students to develop strong and respectful relationships amongst each other and the staff. Our educators all bring individual ideas and efforts to the program and make our OSHC a welcoming, creative and enjoyable place for children. There has been a large amount of positive feedback from the parents in relation to the OSHC program. The 'math challenge' and 'homework challenge' specifically have been popular both with the students and with parents alike. In Term 2, OSHC started a 'Garden Project', and planted celery, carrot, and beetroot seedlings in the new garden. The program aims to help students understand where their food comes from.

St Francis OSHC students tested themselves in the Bebras Australia Challenge for the third time this year, which is organised by CSIRO. In Term 3, parents were able to access the OSHC 'See-Saw' group, which allows for communication between OSHC educators and parents and allows parents to monitor their child's progress in activities and other various parts of the program through photographs and text messages on a daily basis.

OSHC Housekeeping 2019

This year OSHC replaced the older large motor vacuum cleaner with a newer lighter wireless 'hand-stick' vacuum cleaner. This new vacuum cleaner is much easier to manage and poses less of a tripping hazard than the previous model. The OSHC oven had a full service and repair, after 9 years of baking full time for OSHC and school cooking activities. OSHC also replaced 2 old laptops for students to do homework on. We acquired a new 'bean bag' and some toys to set up a 'slow down' corner, where students can sit to reflect on their behaviour or emotions.

Fee Structure 2019

The Advisory Committee and service leaders also reviewed the current fee structure for the service toward the end of 2019 and decided not to increase the OSHC fees for 2020. They will stay the same as they have been since 2017.

| Year | AM | PM | PFD | Sports Day |
|----------------|-----------|-----------|------------|-------------------|
| 2014 | 10.00 | 18.50 | 50.00 | 25.00 |
| 2015 | 11.50 | 20.00 | 52.50 | 25.00 |
| 2016 | 12.50 | 21.00 | 52.50 | 26.00 |
| 2017,2018,2019 | 13.50 | 22.00 | 55.00 | 26.00 |

I would like to acknowledge the tremendous support and help that the school leaders: Mr Favilla, Tracy Maingard, and Andrea Brown have given, helping the St Francis OSHC grow and develop. I wish also to thank all our OSHC parents, OSHC Committee Members, and OSHC students for helping and supporting the OSHC staff during 2019.

In addition, I thank Peter Baldassari, from the School Board for professionally analysing our financial data in relation to Vacation Care. To Marisa Brown for helping to set up and open up the See Saw OSHC group for parents and to Ann Barclay, from the OSHC Committee for her time and effort to OSHC.

Elena Redkin
OSHC Director
St Francis School